



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Camden Hills Regional H S

SAU: Five Town CSD

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2011-2012 NCLB Report Card



School: Camden Hills Regional H S
SAU: Five Town CSD
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	152	150	99	62	62	47	21	41	27	11	148	2	
	2010-2011	161	159	99	64	64	50	14	50	25	11	157	2	0
Female	2009-2010	69	69	100	61	61	49	23	38	29	10			
	2010-2011	73	72	99	74	74	54	18	56	19	7			
Male	2009-2010	83	81	98	63	63	46	19	44	25	12			
	2010-2011	88	87	99	55	55	46	10	45	30	15			
Caucasian/White	2009-2010	146	144	99	63	63	48	21	42	25	12			
	2010-2011	157	155	99	64	64	51	14	50	26	10			
African American/Black	2009-2010	2	2	100			28							
	2010-2011	2	2	100			23							
Hispanic	2009-2010	2	2	100			42							
	2010-2011	2	2	100			45							
Asian or Pacific Islander	2009-2010	2	2	100			41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	36	35	97	29	29	31	11	17	46	26			
	2010-2011	40	40	100	58	58	34	10	48	23	20			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	26	25	96	28	28	16	4	24	40	32			
	2010-2011	21	21	100	19	19	17	10	10	38	43			
Limited English Proficient	2009-2010	1	1	100			13							
	2010-2011	0	0				9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Camden Hills Regional H S
SAU: Five Town CSD
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	152	150	99	59	59	45	7	52	25	16	148	2
	2010-2011	161	159	99	62	62	49	4	57	21	17	157	2
Female	2009-2010	69	69	100	57	57	43	6	51	25	19		
	2010-2011	73	72	99	68	68	47	7	61	21	11		
Male	2009-2010	83	81	98	60	60	47	7	53	26	14		
	2010-2011	88	87	99	56	56	51	2	54	22	22		
Caucasian/White	2009-2010	146	144	99	60	60	46	7	53	26	15		
	2010-2011	157	155	99	63	63	50	5	59	20	17		
African American/Black	2009-2010	2	2	100			22						
	2010-2011	2	2	100			21						
Hispanic	2009-2010	2	2	100			40						
	2010-2011	2	2	100			36						
Asian or Pacific Islander	2009-2010	2	2	100			51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	36	35	97	31	31	28	<1	31	34	34		
	2010-2011	40	40	100	45	45	31	5	40	35	20		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	26	25	96	20	20	14	<1	20	16	64		
	2010-2011	21	21	100	10	10	15	5	5	24	67		
Limited English Proficient	2009-2010	1	1	100			16						
	2010-2011	0	0				17						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Grade: High School



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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	161	161	100	52	52	44	4	48	23	25	159	2														
Female																											
	2010-2011	73	73	100	52	52	40	5	47	25	23																
Male																											
	2010-2011	88	88	100	51	51	48	2	49	22	27																
Caucasian/White																											
	2010-2011	157	157	100	52	52	45	4	48	22	25																
African American/Black																											
	2010-2011	2	2	100			19																				
Hispanic																											
	2010-2011	2	2	100			37																				
Asian or Pacific Islander																											
	2010-2011	0	0				49																				
American Indian or Native Alaskan																											
	2010-2011	0	0				26																				
Economically Disadvantaged																											
	2010-2011	40	40	100	40	40	29	5	35	18	43																
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	21	21	100	14	14	14	5	10	14	71																
Limited English Proficient																											
	2010-2011	0	0				10																				

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	96	63	63	49	99	99	96	61	61	47	91	91	83
Caucasian/White	99	99	96	64	64	50	99	99	96	63	63	48	91	91	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	0	0	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	50	50	67
Economically Disadvantaged	*	*	94	45	45	33	*	*	94	41	41	30	81	81	71
Students with Disabilities	*	*	91	25	25	17	*	*	91	16	16	15	64	64	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	24	4	17	4	7	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	5

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	9.38

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.